SEE YOURSELF IN SEM

Student Affairs
Professional Development Day
November 29, 2012
STRATEGIC ENROLMENT MANAGEMENT 101

Student Affairs
PD Day
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Vice-Provost (Students)
This Morning’s Session

• Review of SEM
  – What is SEM and Why We Need It
  – Connecting SEM and the Student Experience
  – A brief Environmental Scan
  – Setting Enrolment Goals
    • Who Are We?: Being Strategic
    • Enrolment Targets to Date
  – How Do We Fit In?

• What we’re already doing
• What more can we do?
Student Experience

Our Strategic Planning Framework promises students an outstanding student and learning experience.

“The University of Manitoba will be a student-focused research university from the time of recruitment: a life-long academic home where students contribute to a diversity of ideas and experiences.”
What is “An Outstanding Student Experience?”

• Measures not difficult to identify:
  – Attracting students who persist through to graduation
  – High student satisfaction ratings
  – Achievement of institutional and program learning outcomes (i.e., acquisition of desired knowledge, skills and competencies)
  – Attainment of student’s educational objectives (further education, employment)
  – Alumni loyalty
So….

… How Do We Create an Enhanced Student Experience?
If you don’t know where you’re going, any road will take you there.

Chesire Cat, Alice Through the Looking Glass
Strategic Enrolment Management:

A Planning Framework to Enhance the Student Experience
What is SEM?
– SEM is a comprehensive approach to integrating all of a college or university’s programs, practices, policies and planning related to achieving the optimal recruitment, retention and graduation of students.

– Enrollment management becomes strategic enrollment management when it actively integrates planning and strategies with an institution’s strategic planning, academic vision and fundamental mission.

- David Kalsbeek, 2009
The Classic Enrolment Funnel

- Prospects
- Inquiries
- Applicants
- Admits
- Matrics
The Student Success Continuum

Traditional Enrolment Perspective

- Recruitment / Marketing
- Orientation
- Classroom experience
- Co-curricular support
- Degree/goal attainment

- Admission
- Financial support
- Academic support
- Retention

Student’s college / university career
The Student Success Continuum

The SEM Perspective

Recruitment / Marketing  Orientation  Classroom experience  Co-curricular support  Degree/goal attainment

Admission  Financial Aid  Academic support  Retention

Student’s college / university career
Optimal Enrolment

Enrolment Quantity

Capacity Management

Enrolment Diversity

Enrolment Quality
SEM is Achieved by…

• Establishing **clear goals and planning efforts** for the number & types of students needed to fulfil the institutional mission

• Promoting **student academic success** by improving access, transition, persistence, & graduation

• Enabling institutional success by effective **strategic & financial planning**

• Supporting the delivery of **effective academic programs**
SEM is Achieved by…

• Creating a *data-rich environment* to inform decisions & evaluate strategies

• Improving *process & organizational efficiency*

• Establishing *top quality student-centred service*

• Strengthening *communications & collaboration* among departments across the campus

Myth Busters

- SEM plan is not just an enhanced recruitment & marketing plan.
- SEM is not always about growth.
- SEM is about *shaping* the institution’s enrolment.
- SEM is the effective integration of administrative processes, student services, curriculum planning, and market analysis.
- SEM is about enhancing the student experience and ensuring student success.
What is SEM?

• The range of activities that influence a student’s initial & continued enrolment

• The programs, policies & processes that impact institutional enrolment

• The organizational framework & structure that supports institutional & student goals
Questions, comments
Putting the Planning into SEM
Planning

• Describes *what* institution will achieve and *how* it will accomplish it
• Future oriented – 5 to 15 year horizon
• Doesn’t ensure results *but* provides
  • Disciplined appraisal
  • Goal setting
  • Strategizing
• Minimizes failure
• Organizes thought processes
• A great communication tool
SEM Planning Model

The enrollment plan serves as the road map for achieving specific institutional goals, typically connected to student body size, enrollment mix, and revenue, while also providing specific indicators on the effectiveness of the learning environment.

-Janet Ward, 2005
Starting point for long term success

**SEM Planning Model**

- **Clear Mission and Goals**
- **Enrollment Infrastructure**
  - Structure, Staffing, Skills, Systems, Service
- **Tactics**
- **Strategies**
- **Meeting Goals**

**Typical starting point**
All PSEs are NOT the Same

• Size
• Location
• Student body
• Mission
• Accessibility

• We can’t be all things to all people.
WHO ARE WE?

• **Our Mission:** “...to create, preserve and communicate knowledge and, thereby, contribute to the cultural, social and economic well-being of the people of Manitoba, Canada, and the world”.

• **Our Place in Manitoba:** We are part of a broader postsecondary system. We are differentiated from other PSE institutions in the province by our:
  - Research intensity
  - Significant graduate programs
  - Wide range of professional programs
  - Range and depth of undergraduate programs
WHO ARE WE?

- **Our Place Beyond Manitoba**: We compete with other medical-doctoral universities in Canada and abroad (bearing in mind our provincial context and the need to be strong in areas of central importance to Manitoba).
Setting Enrolment Targets

• Overall size
• Undergraduate/graduate mix
• International students
• Aboriginal students
• Outcomes: persistence, time-to-completion, graduation rates
• Other possibilities: program mix; quality (admission averages); low-income, first generation and/or rural students; transfer students; full-time vs. part-time; on-line enrolment; gender; out-of-province domestic enrolment
Planning Assumption

• We have been incrementally growing 1-3% annually and will continue to do so with no intentional planning
• Our costs increase faster than our revenues
• Government funding is limited, constrained and targeted
• Quality is being eroded
• Infrastructure needs to be addressed (IT, deferred building maintenance, ROSE projects) to support our core functions
• Integrated planning, supported by (more) data, needs to be developed and embedded in our operations

OVER THE NEXT 5 YEARS WE SHOULD PLAN FOR A TOTAL STUDENT ENROLMENT OF 32,000 FTE
Recommended Targets: 2017

- **Overall Size**: Controlled growth to 32,000 (?)
- **Graduate Enrolment**: 20% of total enrolment
- **Indigenous Enrolment**: 10% undergraduate (15% by 2022), 5% graduate (8% by 2022)
- **International Enrolment**: 10% undergraduate, 20% graduate
- **1st to 2nd Year u/g Persistence**: increase by 5%
- **Undergraduate Graduation Rate**: increase by 10%
- **Master’s students**: 83% complete within 5 years; average time-to-completion 27 months
- **Doctoral students**: 75% complete within 9 years; average time-to-completion 60 months
SEM Planning Framework: Next Steps

- Meetings with each Dean and Associate Deans to discuss program-specific enrolment targets
- Upcoming presentations to Senate
- Revisions to enrolment policy
- Integration into SRP/budget planning process
- Development of strategies, tactics and action plans
WARNING

CHALLENGES AHEAD
Changing PSE Landscape

• Changing post-secondary educational systems
  – Expanding capacity in some provinces
  – New degree-granting institutions
  – Blending/overlap of college & university roles, offerings

• Provincial (and national) pressure for more seamless pathways, collaborative programs

• Increased differentiation, tiering (U15, polytechnics, new “undergraduate” universities)
Changing PSE Landscape

• Uneven Canadian (and provincial) population growth (Aboriginal, immigration) across geographic regions
• Increasing competition for students
• Changing demographics – declining elementary and secondary school enrolment across much of Canada
• University of Winnipeg
  • Locally our main competition
  • Students describe UM and UW very differently
  • Has grown substantially; invested in new infrastructure
The Demographic Pipeline: MB

- Canadian-born population projected to decline over next decade
- Winnipeg’s share of immigrants soared by 41% from 2006-2011; compared with 2001-2006 period
  - Immigration contributing to population growth
  - Immigrants have higher university participation rates than children of Canadian-born parents
- K-12 enrolment growing; retention has improved; high school graduation rates at historic highs
- Aboriginal youth population growing
  - Almost 2/3 of Winnipeg Aboriginal population has education at or above high school level (2006)
  - High school retention and graduation rates of Aboriginal population in rural and northern communities remains very low
Changing Student Behaviour

- Increasing “swirling” of students between programs and institutions
- Increasing number of part-time students and students who are working; working longer hours
- Lighter course load has increased time-to-completion and led to lower graduation rates
- Increasing student desire for flexibility (on-line learning, course scheduling)
- Increasing concern about “return on investment”
Other Institutional Challenges

• Resource constraints ($$, faculty and staff, space)

• Lack of student housing/residence space; low vacancy rate in Winnipeg

• Pace of technological change

• Institutional policies and processes
Other Student Challenges

- Large commuter population
- Preconceived notions of university environment
- Lack of academic preparation, including language and literacy
- Lack of family and community support/role models
- Financial issues
- Work and family commitments
- Campus climate: perception of unwelcoming community
- Lack of interest, motivation, direction (program and career)
- Poor self-esteem and self-confidence
- Mental health, stress, general lack of well-being
How Do We Achieve Our Goals?
What We Know

Students who are:

- Connected
- Involved on campus
- Deeply invested in learning and growing
- Experience a supportive campus environment

… are more likely to persist, be engaged and be satisfied with their educational experience
What Does Research Tell Us?

What matters is the nature of the experiences students have…: the courses they take, the instructional methods their teachers use, the interactions they have with their peers and faculty members outside the classroom, the variety of people and ideas they encounter, and the extent of their involvement in the academic and social systems of their institution.

Pascarella and Terenzini (2005)
How College Affects Students
Key Point

What happens during the student’s campus experience is as, or more, critical than student inputs ...
What We’re Already Doing: Some Examples
Aboriginal Student Recruitment
Integration of education, community, and culture

Post-Secondary Club
Post-Secondary Club
RESULTS
TO POST-SECONDARY…. AND BEYOND!!!
English Language Centre

Enrolment Services
English Language Centre Services

• Recruitment – with Student Recruitment
• Application Process – with Admissions
• Homestay – for all international students
• Intensive Academic English Program
• Awards Program – with Financial Aid and Awards
• Part Time Courses
• Language Testing (CanTEST)
• Speech Tutorial for Professors (SpeakEASY)
Intensive Academic English Program

Five levels with Level 5 meeting the language requirement for most degree study

- 40-50% of students are in Level 5
- 20-25% of students are in Level 4
IAEP Level 5 (aka AEPUCE)

• Taught at UW, RRC, and UM
• Bridge to all three institutions
• Focus on Academic English
• Orientation
• Student Life
• Advising through degree study
Evaluation of Effectiveness of Level 5

- Researched student success for all UM students admitted 2001 to 2008 (n=30,641)

- Findings:

  1st year GPA for L5 students higher than other international students and higher than Canadian students

  Only 55% of Canadians and 56% of International students graduate in five years compared to 70% of L5

  Also indicates that all international students and particularly Chinese students have lower than average GPAs in 2nd, 3rd and 4th years
University 1 provides a first year that is unique to each student's interests and abilities. It allows students to study in one or more areas of interest during their first year of university before they apply to a degree program. U1 students are supported by a team of Academic Advisors and support staff and offers a number of programs to enhance and support student success.
University 1 Student Support Programs

- Bison+ Program
- MAC – Mature Advisor Committee
- ISMP – International Student Mentorship Program
- PACT – Promoting Aboriginal Community Together
- President’s Scholars partnership
Supplemental Instruction

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What is Supplemental Instruction?

- Student facilitated study group sessions
  - regularly scheduled
  - out of class
  - voluntary

- Assigned to historically difficult courses

- Offered to all enrolled students in the class
What happens in an SI session?

- Students interact on an informal basis
- Students ask each other questions
- Students compare notes
- Students discuss course content
- Students solve practice problems
- Students develop new study strategies
Who are the SI leaders?

- Experienced peer students who:
  - have previously taken the course
  - re-attend all lectures
  - get training and ongoing support
  - organize and facilitate group study sessions
  - role model successful study habits
The SI session revolves around **student-to-student** interaction and cooperative learning.
Benefits of SI

- Students get opportunities to:
  - construct knowledge together
  - develop communication skills
  - apply information
  - assess themselves
  - develop metacognition skills
  - learn about new resources
Supplemental Instruction at U of M

- Biology (1410, 1412)
- Chemistry (1300, 2210, 2220)
- Statistics (1000)
- Economics (1010)
- History (1420)
SI Research

- SI participants earn higher mean final course grades
- SI participants receive lower rates of D, F, and W grades
- SI participants persist (reenroll and graduate) at higher rates
Mean final grades of SI and non-SI participants separated by institution type

National Data, Fall 2003 – Fall 2006, 37 Institutions, 1003 Courses, n = 119,009 Students
Biology 1410 (Fall 2012: Mid-term marks)

- Did not attend SI: 48.6%
- Attended SI: 57%
Biology 1410 (Fall 2012: Mid-term marks)
Biology (Fall 2012: VW Rate)

- 27.26% of non-SI students
- 18.6% of SI students

Did not attend SI (313 VWS) vs. Attended SI (42 VWS)
International Centre for Students
ICS Mission Statement:
The mission of ICS is to participate in the internationalization of the University by supporting international students, facilitating student exchanges and internships, and by delivering cross-cultural programs.

ICS Values Statement:
ICS values academic success and global perspectives that celebrate diversity, curiosity, respect, and mutual understanding. These values are reflected in the way ICS approaches its work, in its cross-cultural programming, and in its efforts to provide a welcoming and supportive environment for all students.
Student Mobility
- Exchange, Internships
- Service Learning, I.D.I. Administration

Non-Academic Advising, Service, Support & Programming for International Students

World W.I.S.E.
- Ambassadors Program, Resource Centre
- (be) World WISE Magazine

- 70% T.LoE
- 20% T.LoE
- 10% T.LoE
Teaching International Students

The International Student 'Lifecycle'

Higher education students: undergraduates, postgraduates, exchange, distance learning students

- Pre-arrival support
  - Courses in home country
  - Welcome documents
- Induction
  - Course preparation & academic preparedness
- Teaching & Learning in the 'classroom'
- Life outside the 'classroom'
  - Joining the student & local community
- Employability & next steps

Transition

Teaching Context
- Lectures
- Seminars & tutorials
- Professional placements
- Supervision
- Online teaching
- Transnational & multimodal teaching

Teaching Approaches
- Pedagogic theory
- Group work
- Assessment & feedback
- Blended learning & Web 2.0
- Language

Learning
- Critical thinking
- Academic writing
- Avoiding plagiarism
- Independent learning
- Language
- Reading & note taking

Curriculum
- Internationalising the curriculum
- Disciplinary approaches
- Internationalisation at home

Intercultural Competencies
- Mixing, learning & working together
- Intercultural competencies
Pre-Arrival Information & Arrival Handbook
Fall, Winter & Summer Orientations
Intercultural Retreat & Welcome Dinner
Campus Buddy Program
Non-Academic Advising & Work Permits
Weekly Electronic Newsletter
Leadership Development Series
Language Exchange Program
Emergency Loans
Student Lounge
Volunteer Opportunities
Recreational & Cultural Programs
• Study Permit Renewals
• TRPs, Visa Renewals, U.S. Visas & Provincial Nominee Program
• Special Letters & Fee Estimates
• Off-Campus Work Permits, Post-Graduate Work Permits, Spousal Work Permits
• Cross Cultural Adjustment Issues
• Health Insurance & Financial Issues
• Housing, Room-mates and Landlords; Licenses
• Emergencies & Health Issues
• Relationships
• Liaison between students, faculty, academic advisors or third parties
• Liaison and referrals to Student Affairs units and academic advisors
Outgoing exchange students
Incoming exchange students
Africa Service Learning Program
Students Without Borders
World W.I.S.E. Ambassadors

World Opportunities Week

International Development Week

Global Colours Photo Contest

Nahlah Ayed Prize for Student Leadership & Global Citizenship

Occasional Speakers
What we are doing in the area of Student Mental Health
C- current state

- “Moment of Change”- Today is the day of action for a month long Partners in Mental Health campaign
- Need for change- tragic events led University Presidents to convene a meeting Dec 2011 on Student Mental Health
- Led to a Working Group and many initiatives at many universities
- Was already a topic of concern for CACUSS and its Mental Health Initiative
- Need to reduce stigma and recognize students need help at this very vulnerable stage in life/education
- CHANGE for all the right reasons
How extensive is the issue?

- Every day, half a million Canadians miss time at work due to mental illness - Statistics Canada
- Seventy-five per cent of mental illnesses are onset before the age of 25 - Mental Health Commission of Canada
- One in three university students are so depressed that they cannot properly function - Mental Health Commission of Canada
- Depression is a significant predictor of lower GPA and higher probability of dropping out - Eisenberg et al. 2009
- There has been a 320 percent increase in the number of postsecondary students using access/disability services vs. a 32 percent increase in the general student population between 1992 and 2007. Fastest growing groups are those with mental health accommodation needs - Ontario Ministry of Training, Colleges and Universities (AUCC Website- Facts)
A- Actions

– UM President supportive of AUCC statement and working group
– Representation at meeting and receipt of materials
– Human Resources supportive of a ‘community approach’ to a Mental Health Strategy
– Allocation of funds for a Health and Wellness Educator
– Partnerships with external groups and support of campaigns (e.g. Partners for Mental Health, CAMH)
– Mental Health First Aid Training
– Training on threat assessment and dealing with disruptive students
– STATIS (19 cases in first 6 weeks of this term)
– Increased number of clinic for Psychiatrist in UHS
N- new plans

- Welcome Julia Civka! Our Health and Wellness Educator (setting up an Advisory Committee - entire spectrum of health)
- Brandy Usick a member of the CACUSS Mental Health Initiative (webinar stage)
- David Ness – just completed Instructor course for Mental Health First Aid - a “train the trainer” agreement with provincial office in MB Health
- Preliminary plans to hire a professional to review, write, and begin implementation of a UM-wide Mental Health Strategy
- Proposal for a Student Case Manager to support students and staff after critical situations
- More training and workshops (on an annual cycle)
G- Got covered

- Spirit and willingness to help make change
- Increased number of counsellors and modified processes re appointments
- Our student policies have built in ‘forgiveness’ or allowances
- Trained staff willing to share expertise and consult (UHS, SCCC and St Advocacy and SAS, Residence Life- among others)
- Training more staff to help recognize warning signs
- Tools for students to ‘help themselves’ e.g., Student Health 101, Check Your Drinking
- Web info (Crisis ‘button’)

University of Manitoba
Education
- for Each member of the UM community
- Everyone is included in positive approach to Mental Health

“CHANGING DIRECTIONS CHANGING LIVES”
The Mental Health Strategy for Canada
Student Affairs: Our Opportunity

• How can our portfolio, your unit, and you as an individual contribute to:

  – Enhancing UM’s student experience?
  
  – Enhancing Indigenous achievement?
  
  – Achieving our SEM goals?